



**Eaquals International Conference**

**21 – 23 April 2016**

**Lisbon, Portugal**

**SANA Lisboa Hotel**

## Welcome from the Eaquals Chair



Dear Colleagues,

I am very pleased to welcome you to the 2016 Eaquals International Conference in the historic and beautiful city of Lisbon. 2016 marks the 25<sup>th</sup> anniversary of Eaquals' foundation, so this is a special occasion for our Association, and an opportunity to look back at what Eaquals has achieved so far while looking forward to future opportunities.

As usual, our conference programme offers practical professional development opportunities and insights for those working in all kinds of language education institutions, whether their roles are academic or focused on business development. The five thematic strands – teaching and learning; course design, CEFR and assessment; managing for quality; staff development; and business and marketing management- have been chosen to reflect main areas of interest for Eaquals members and others working in the field as you strive to enhance the quality of your students' learning experience and to meet the demands of an increasingly competitive educational environment.

We are very grateful to all our speakers, both our invited guests and those drawn from the Eaquals member network. Without them there would be no conference. We would also like to thank our sponsors - Trinity College London, Macmillan Education, LangLion, Guided e-Learning, Higher Education Marketing, Easymate, Oxford University Press, g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung, and telc GmbH- for their generous and continued support.

Thanks are also due to our local members, Camões, Instituto da Cooperação e da Língua and CIAL Centro de Línguas who have advised us on the practical arrangements. Camões, Instituto da Cooperação e da Língua have been most generous with their hospitality and we hope you will take the opportunity to join the reception at their impressive premises nearby and experience the warmth of their welcome.

We are sure you will find much in the programme to interest you, and plenty of opportunities to exchange ideas with fellow professionals, catch up with old friends and forge new contacts and relationships, as well as helping us celebrate our silver jubilee.

I hope you find the conference memorable and rewarding, and enjoy the delights of Lisbon, and I look forward to meeting you.

A handwritten signature in black ink, appearing to read 'Richard Rossner'.

Richard Rossner

Chair of Eaquals

## **Programme overview**

### **Thursday 21 April**

0800 – 1700	Registration	
0915 – 1245	Management training workshop (see page 10)/ Inspector professional development (see page 11)	
1245 – 1400	Lunch	
1400 – 1530	Management training workshop / Inspector professional development (cont)	
1530 – 1600	Coffee break	
1600 – 1730	The Eaquals Market Place – Open to all Eaquals members present their organisations, programmes and services (see page 12 & 13)	
1600 – 1730	European Profiling Grid symposium	
1800 – 1900	Reception at Camões, Instituto da Cooperacão e da Lingua, Eaquals Associate Member	
1915 – 1930	Coaches from SANA Lisboa Hotel to Estufa Real for the informal dinner	
2000 – 2230	Informal dinner at Estufa Real	<i>Pre-booking required</i>
2230 – 2300	Coaches return to SANA Lisboa Hotel	

### **Friday 22 April**

0800 – 1300	Registration	
0900 – 1030	Discussion forum (Eaquals members only) / Conference sessions (open to all)	
1030 – 1100	Coffee & exhibition	
1100 – 1300	Eaquals Annual General Meeting (Eaquals members only) / Conference sessions (open to all)	
1300 – 1415	Lunch & exhibition	
1415 – 1530	Conference opening session: Welcome from the Eaquals Chair and opening plenaries	
1530 – 1600	Coffee & exhibition	
1600 – 1730	Elective sessions	
1745 – 1830	Meet the Eaquals Board – reception for new members of Eaquals	
1930 – 2000	Cocktail for all participants	
2000 – 0200	Anniversary dinner & disco at SANA Lisboa Hotel	<i>Pre-booking required</i>

### **Saturday 23 April**

0900 – 0945	Plenaries	
1000 – 1100	Elective sessions	
1100 – 1130	Coffee & exhibition	
1130 – 1310	Elective sessions	
1310 – 1420	Lunch & exhibition	
1420 – 1515	Elective sessions	
1515 – 1545	Coffee & exhibition	
1545 – 1700	Plenary sessions	
1700 – 1715	Conference close	
2000 -	Social event – Cervejaria Trindade	<i>Pre-booking required</i>

**The detailed conference programme is on pages 5 to 9**

**Abstracts of the Market Place presentations can be found on page 12 & 13**

**Abstracts of all conference sessions and biodata of speakers are on pages 14 to 32**

## Are you new to Equals?

Is this your first time at an Equals conference? If so, we are very pleased to see you. Don't be shy to introduce yourself and to ask for information from the Equals Officers, Board and Accreditation Panel members and our conference assistants. They are all wearing yellow lanyards on their badges so you can identify them easily and you can also find photos of the Equals Board and Officers on page 33. Don't hesitate to approach us for information.

There are two **special events** at the conference for different groups of newcomers. You can sign up for one of these with our registration team, if you have not done so already.

### **New accredited and associate members – meet the Equals Board and Officers**

If you represent an Accredited Member or an Associate Member that has joined Equals since May 2015 or an institution that has recently had an Advisory Visit, then please come and meet members of the Board at our pre-dinner reception.

**Friday 22 April, 1745 - 1830**

### **Non-members who would like to find out more about Equals**

If you would like to learn about Equals, its accreditation scheme and how to become a member, you will find brief information on page 43. Speak to our registration staff to book a 15-minute individual meeting with one of our Equals Officers at the Meet Equals session.

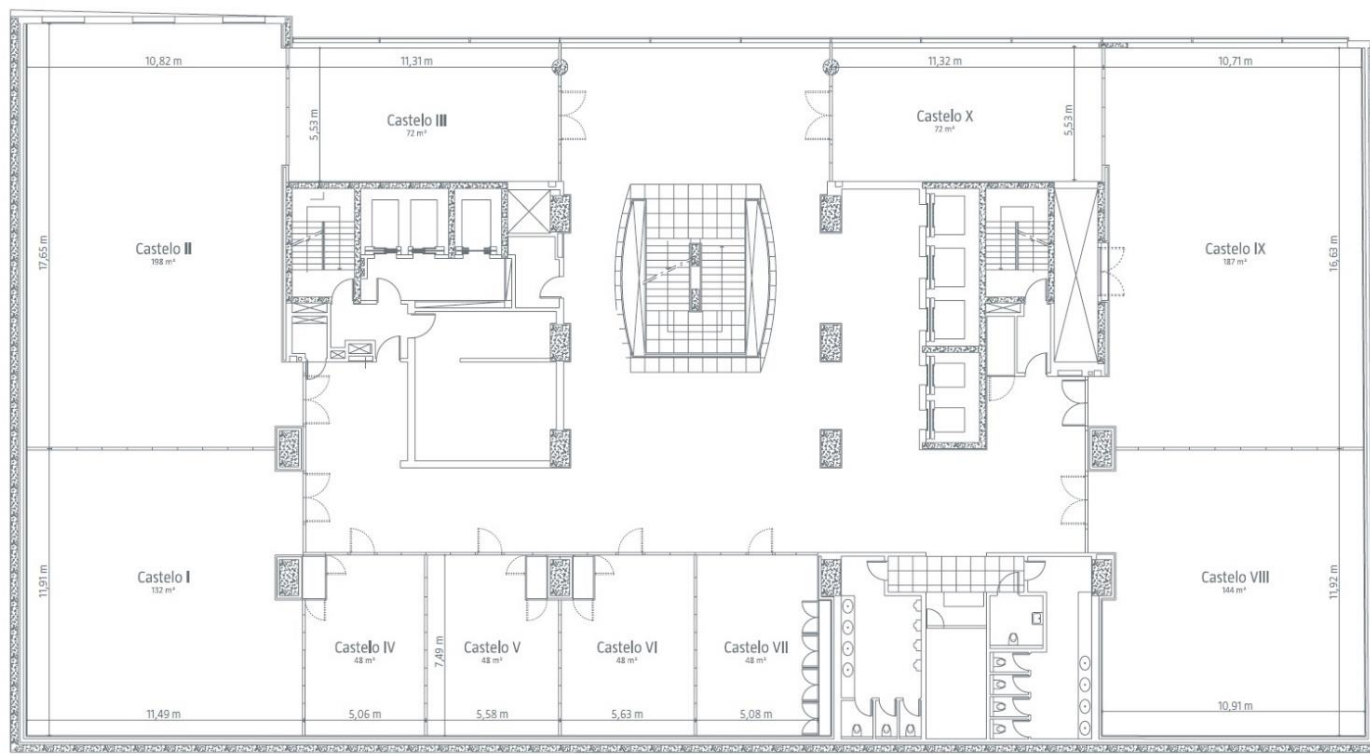
**Saturday 23 April, 1130 – 1310**

And come and meet representatives of Equals members at the two networking receptions:

**Thursday 21 April, 1800 – 1900 at Camões, Instituto da Cooperação e da Língua, Equals Associate Member**

**Friday 22 April, 1930 – 2000 in the SANA Lisboa**

## Floorplan – SANA Lisboa Hotel



## Conference programme in detail

### Conference themes

The conference sessions on Friday and Saturday are organised in 5 themes, chosen to reflect the interests of delegates. The programme includes keynote plenary sessions together with elective sessions. Elective sessions are colour-coded by theme in the programme, to help you choose which session to attend.

<b>Teaching and learning</b>
<b>Course design, CEFR and assessment</b>
<b>Staff Development</b>
<b>Managing for quality</b>
<b>Business &amp; marketing management</b>

Thursday 21 April			
0800 – 1700	<b>Registration</b>		
	<b>Management training workshop</b> <i>Open to all</i> Room: Castelo II	<b>Inspector professional development</b> <i>These sessions are <u>only</u> open to appointed Eequals inspectors</i> Room: Castelo III	
0915 – 1045	<b>Personal excellence for language centre managers: session 1</b> George Pickering	<b>Inspector guidelines update: Inspection, reports &amp; the moderation process</b> Valérie Clochard, Binnie Hadjidimitrova & Sue Sheerin	
1045 – 1115	Coffee break		
1115 – 1245	<b>Personal excellence for language centre managers: session 2</b> George Pickering	<b>Course design &amp; assessment</b> Standardisation session Laura-Mihaela Muresan & Sue Hackett	
1245 – 1400	Lunch		
1400 – 1530	<b>Personal excellence for language centre managers: session 3</b> George Pickering	<b>Evaluating blended learning</b> (including V7.1 update) John Haagensen & Lyndy Cronin	
1530 – 1600	Coffee break		<b>Inspector forum - ‘Any questions’ format</b> Martyn Ellis
1600 – 1730	<b>Market place sessions 1</b>  Room: Castelo IV & V	<b>Market place sessions 2</b>  Room: Castelo VI & VII	<b>European Profiling Grid symposium</b> Richard Rossner Room: Castelo II
1800 – 1900	<b>Reception at Camões, Instituto da Cooperação e da Língua</b>  Just 5 minutes’ walk from the SANA Lisboa Hotel – see map on the inside cover of the programme		
1915 – 1930	<b>Coaches to the informal dinner</b> Meet in the lobby of SANA Lisboa Hotel		
2000 – 2230	<b>Informal dinner at Estufa Real (pre booking required)</b>		

<b>KEY</b>		<b>Teaching and learning</b>		<b>Course design, CEFR and assessment</b>		<b>Staff Development</b>
		<b>Managing for quality</b>		<b>Business &amp; marketing management</b>		

## Friday 22 April

Registration		
	Room: Castelo I & II	Room: Castelo IV & V
0800 – 1300	<b>Registration</b>	
0900 – 0940	<b>Discussion forum for members</b> (Eaquals members only)	What does 'can do' mean to you? Linking practicality and validity in language assessment (open to all) Anthea Wilson & Ben Beaumont
0950 – 1030		Flourish not flounder: using teaching competences for professional development (open to all) Kirsten Holt
1030 - 1100	Coffee break & exhibition	
1100 – 1135	<b>Eaquals Annual General Meeting</b> (Eaquals members only)	Is my C1 the same as your C1? Testing at a higher CEFR level between several languages (open to all) R. Sean McDonald
1140 – 1210		Identity crisis - The business of boosting teacher identity (open to all) Sophie Elisabeth Larkin
1215 – 1300		Preparing for a successful Eaquals inspection (open to all) Sue Sheerin
1300 – 1415	Lunch & exhibition	

## Friday 21 April continued

1415 – 1450	<p><b>Opening session:</b>  Welcome and opening remarks  Richard Rossner, Equals Chair  Prof. Dr. Augusto Santos Silva, Minister of Foreign Affairs  Prof. <sup>a</sup>Doutora Ana Paula Laborinho, President of Camões, Instituto da Cooperação e da Língua (Equals Associate Member)  Sarah Breslin, Executive Director, European Centre for Modern Languages of the Council of Europe  Room: Castelo I &amp; II</p>				
1450 – 1530	<p><b>Opening plenary: Principled assessment: what it is and what it involves</b>  Neus Figueras  Room: Castelo I &amp; II</p>				
1530 - 1600	Coffee break & exhibition				
<b>Elective session 1</b>					
1600 - 1640	Room: Castelo I	Room: Castelo II	Room: Castelo IV & V	Room: Castelo VI & VII	Room: Castelo VIII
	Principled assessment: what it is and what it involves (workshop & discussion following the plenary session)	Level 3 CPD and the pursuit of excellence	Peer observation: making it work for lasting CPD	Integrating culture in teacher-training courses: Collective story-telling	Facebook & Instagram marketing
	Neus Figueras	George Pickering	Carole Anne Robinson	Marta Genis	Stephen Shortt
<b>Elective session 2</b>					
1650 - 1730	Assessing oral proficiency	Flourish not flounder: using teaching competences for professional development	Back to basics: why teachers need CPD on effective supplementation	Teachers, leave them students alone, shall we?	Language schools and agents: panel discussion
	Ines Paland-Riedmüller & Claudia Pop	Kirsten Holt	Beata Schmid, Emma Walton & Francisco Gonzalez	Jekaterina (Kate) Kazanovska	Led by Justin Quinn & Walter Denz
1745 - 1830	<b>Meet the Equals Board – reception for new members of Equals</b>				
1930 - 2000	<p><b>Cocktail for all participants</b>  Room: lobby on floor -2</p>				
2000 - 0200	<p><b>Anniversary dinner &amp; disco at SANA Lisboa Hotel (pre booking required)</b>  Room: Alfama (floor -2)</p>				

## Saturday 23 April

0900 – 0945	Room: Castelo I		Room: Castelo II		
	Digital marketing self-assessment for language schools  Philippe Taza Chair: Walter Denz		The learner's own language  Philip Kerr Chair: Mila Angelova		
<b>Elective session 3</b>					
	Room: Castelo VI & VII	Room: Castelo I	Room: Castelo II	Room: Castelo IV & V	Room: Castelo VIII
1000 - 1030	Creating a culture of customer service Mark Abi Aad	Google analytics	Vocabulary apps and language schools	Responding to the challenge of testing and assessing speaking	Frameworks of language teaching competences revisited
1030 – 1100	What's in a brand? Understanding brand identity and market positioning Janet Galbraith	Philippe Taza	Philip Kerr	Thom Kiddle, Varinder Unlu, Gerda Piribauer, Nadine Early, Anthea Wilson & Tim Goodier	Richard Rossner & Marta Higuera
1100 – 1130	Coffee break & exhibition				
<b>Elective session 4</b>					
	Room: Castelo I	Room: Castelo II	Room: Castelo IV & V	Room: Castelo VI & VII	Room: Castelo VIII
1130 - 1200	Connecting online content to your curriculum  David Coarsey	Creating & maintaining a culture of quality  Monica Green	What does 'can do' mean to you? Linking practicality and validity in language assessment Anthea Wilson & Ben Beaumont	Introducing the Eaquals framework for teachers of language for academic purposes  Tony Prince	Integrating the tenets of project based learning in a general English syllabus  Ian Brangan & Rachel Dowling
<b>Elective session 5</b>					
	Room: Castelo I	Room: Castelo II	Room: Castelo IV & V	Room: Castelo VI & VII	Room: Castelo VIII
1205 - 1235	The transition to digital  Jonathan Dykes	Managing your language school in the Cloud  Diana Urban	Is my C1 the same as your C1? Testing at a higher CEFR level between several languages  R. Sean McDonald	Diversifying competences for teachers of languages for academic purposes: exploring needs in two university contexts  Oana-Maria Carciu, Laura-Mihaela Muresan & Carmen Perez-Llantada	Learn how your learners learn. Multiple intelligences: The Greek case  Panagiota Bourtsoukli & Asimena Featham

**1130 – 1310 Meet Eaquals:** information for those considering joining the Association  
Book your appointment at the Registration Desk for a 15-minute 1:1 meeting with Sarah Aitken, Executive Director, or Ludka Kotarska, Director of Accreditation



Elective session 6					
	Room: Castelo I	Room: Castelo II	Room: Castelo IV & V	Room: Castelo VI & VII	Room: Castelo VIII
1240 - 1310	Teaching with technology: digital skills for 21st century teachers  Virginia Mario	How to build and maintain strong relationships with customers  Michał Bartosiński	Balancing the skills: the vital nature of Speaking  Bernadette Maguire	Rethinking academic management for creative materials design: a new MOOC integrating language and cultural competences  Ovidiu Ursa, Anca Colibaba & Irina Gheorghiu	Will feedback change everything? Evidence from the corpus and implications for the future role of assessment.  Elaine Boyd
1310 – 1420	Lunch & exhibition				
Elective session 7					
	Room: Castelo IV & V	Room: Castelo I	Room: Castelo II	Room: Castelo VI & VII	Room: Castelo VIII
1420 - 1445	Bringing LOLA to life: delivering learning oriented language assessment at national level  Dave Allan & Helmut Renner	A flipped, mixed and blended syllabus  Julie Anne Wallis	Future-proofing your school - an innovation workshop  Michael Carrier	Integrating research into day-to-day practice to enable supportive CPD  Ben Beaumont & Chris Farrell	There's something about Ali, Hyunwoo and Federico!  Varinder Unlu
1450 - 1515	Optimizing test and courseware development  John H.A.L. De Jong				
1515 – 1545	Coffee break & exhibition				
1545 – 1620	<b>Jacqueline Kassteen - Demystifying generation Y and Z: How to appeal to youth culture in a brave new world</b>				
	Chair: Justin Quinn Room: Castelo I & II				
1625 – 1700	<b>Sarah Mercer - Teacher and learner psychologies: Two sides of the same coin</b>				
	Chair: Justin Quinn Room: Castelo I & II				
1700	<b>Conference close</b> Room: Castelo I & II				
2000 - 2200	<b>Dinner at Cervejaria Trindade</b> ( <i>pre booking required</i> ) Meet in the lobby of SANA Lisboa Hotel at 19.15				

## Session details and speaker biographies

**Day One: Thursday 21 April**

**0915 – 1530: Management training workshop**

**Room: Castelo II**

**Personal excellence for language centre managers: George Pickering**

“There is only one corner of the universe you can be certain of improving, and that’s your own self”. Aldous Huxley

Before you can manage others effectively you need to learn how to manage yourself through developing appropriate time and stress management strategies and habits. Effective management involves focusing on the most important aims, goals and tasks, whilst eliminating or ignoring the 1,001 distractions that prevent us from fulfilling our mission and achieving our potential. This practical workshop will provide managers with realistic strategies and techniques to manage their time more effectively and reduce their stress levels.

Participants will develop their knowledge and skills through:

- Understanding their current time management competences and weaknesses
- Analysing where their time currently goes
- Becoming more effective at setting priorities and planning their time
- Managing interruptions and distractions
- Sending and receiving emails efficiently
- Managing stress effectively
- Setting compelling objectives



**George Pickering** is an independent management coach, trainer and consultant who has delivered consultancies, seminars and workshops in over 60 countries. He is a British Council inspector of language schools in the UK (Accreditation UK) and has been in the past an internal ISO 9000 auditor and an Equals inspector. He is the academic director of the English UK Diploma in ELT Management (accredited by Trinity College London) and a tutor on the International Diploma in Language Teaching Management (awarded by Cambridge English Language Assessment, World Learning SIT Graduate Institute and the University of Queensland). George is a director and trustee of IATEFL. George’s qualifications include a degree in Politics & Philosophy and a first class honours degree in Anthropology & Psychology. He has a PGCE in English & History and an MA in Second Language Learning & Teaching.

George can be contacted on leadership and management issues at: [georgeuk32@aol.com](mailto:georgeuk32@aol.com)

**1600 – 1730: European Profiling Grid symposium**

**Room: Castelo II**

This symposium will be introduced by Richard Rossner, and will feature five case studies carried out recently concerning the use of the European Profiling Grid (EPG). The work took place in three different countries, Bulgaria, Italy and Spain, and the case studies concern different aspects and uses of the EPG. There are two Bulgarian case studies. The first, presented by Svetla Popova (Optima) and Galya Mateva (AVO-3 Sofia, Honorary President of OPTIMA) co-author of the EPG, looks at uses of the EPG in preparing for quality assessment by inspectors, while the second by Galya Mateva focuses on using the EPG in intensive teacher training. The Instituto Cervantes, Spain, which, like Optima, was a partner in the EPG project, has also provided two case studies, one on using the EPG to analyse training and development needs, and the other reporting on a survey of different users and uses of the EPG within the Instituto Cervantes. Both of these case studies will be reported on by Marta Higuera, Head of Teacher Training Programmes at Instituto Cervantes. The Italian case study comes from Pierangela Diadori, the University of Foreigners, Siena, who worked with Letizia Cinganotto of the Italian National Institute for Documentation, Innovation and Research (INDIRE) to examine uses of the EPG in Italian state schools.

Each case study will be briefly presented, and followed by questions. There will then be a short round table to discuss the issues raised by other participants who work in contexts where the EPG has been or might be used.



**Richard Rossner** (Equals) has been Chair of Equals (AGM 2014-AGM 2016), and has been involved in language education for over 40 years, including as Chief Executive of Bell International and then Executive Director of Equals (2006-2011). Richard has worked on various language education projects on behalf of Equals, and is a member of the Council of Europe’s coordinating group on the linguistic integration of adult migrants.

**Session 1: Inspector guidelines update: Inspection, reports & the moderation process**

**Valérie Clochard, Binnie Hadjidimitrova & Sue Sheerin**

In this session we will be offering inspectors guidance on some important issues, including:

- Updating report writing guidelines – the hallmarks of a good report
- Demystifying the moderation process: - What is its purpose? What is expected of inspectors? What is expected of the Accreditation Panel?
- Difficult inspections: What can go wrong? How should inspectors react? Can difficulties be avoided?

**Session 2: Course design & assessment - Standardisation session**

**Laura-Mihaela Muresan & Sue Hackett**

The purpose of this session is to promote consistency in the way inspectors evaluate the two categories of course design and assessment.

We will explore a number of scenarios based on real situations with regard to these two crucial areas. What would you have decided for each of them? Discover how close your views are to other inspectors!

**Session 3: Evaluating blended learning (including V7.1 update)**

**John Haagenen & Lyndy Cronin**

V7.1 is about to go live, so we will start with a brief review of the Scheme and the documentation (Attendees will receive a hard copy of the new V7.1 Manual with the Blended Learning Appendix.)

In the second part of the session, the focus will be on blended learning itself. As the pace of change quickens, what new developments are inspectors encountering in LECs? How should digital and multi-media facilities be inspected and assessed? Share your experience and hear from others.

**The Equals Accreditation Panel**



**Valérie Clochard**



**Lyndy Cronin**



**John Haagenen**



**Sue Hackett**



**Binnie Hadjidimitrova**



**Martyn Ellis**



**Laura-Mihaela Muresan**



**Sue Sheerin**

## 1600 – 1730: Market Place sessions

The Market Place provides an opportunity for members to network with each other and promote their services within our Association. Participating institutions will share information on their programmes and services and may present an opportunity to partner with other members.

Room: Castelo IV & V	Room: Castelo VI & VII
<p><b>1600 – 1615: Liden &amp; Denz Intercultural Institute of Languages - <a href="http://lidenz.ru">lidenz.ru</a></b> reloaded - why we think our new website will make a difference!</p> <p>We would like to share our experience in designing and building a new website, based on dynamic content, less text and more graphics. <a href="http://lidenz.ru">lidenz.ru</a> is the result of an in-house team project, with input from teachers and students and based on the popular word press platform. Our aim was to keep the site as simple as possible to navigate and prioritise information in a way that the not-so-important bits do not come up first. The inserted blog posts add dynamism to pages which is appealing to both site visitors and SE robots. We are looking forward to a short but lively and hopefully interactive session!</p>	<p><b>1600 – 1615: Qatar International Academy for Security Studies (QIASS)</b> - Quality Assurance in an Intensive Thirteen Language Program</p> <p>The presentation will examine ways that Quality Assurance has provided the holistic structure for this program, and has acted as the vehicle to improved teaching and student results. The presentation will quickly examine the role of mission and vision, making the program a process and not a paperwork activity, best practices, indicators and measuring success, the role of needs assessment, staff training and professional development, integrated quality systems and the maintenance of a dynamic approach. Every organization faces challenges and these will be highlighted. Some challenges included changing an existing organizational culture, integrating the values and expectations of a range of cultures and creating standards that work for a 13 language program.</p>
<p><b>1615 – 1630: Eurocentres</b> - Join the Eurocentres School Network</p> <p>With our international network, we are expanding our number of partner schools who share the vision to lead in our industry by defining and setting the framework we operate in. We see huge advantages for partner schools to be involved in key developments taking place in our network and the potential for them to contribute resources and know-how. We are looking for partners who can see the benefits of becoming part of a larger organisation whilst still retaining influence as an independent business. This presentation outlines the benefits of coming under the Eurocentres umbrella brand, the advantages over the competition and the unique language experience available in the Eurocentres network.</p>	<p><b>1615 – 1630: NILE (Norwich Institute for Language Education)</b> - Aligning teacher development courses to the Equals TD Framework</p> <p>This presentation will look at a project to formally align NILE Online teacher development courses to the Equals Framework for Language Teacher Training and Development, focusing on the process, validation and outcomes. The process involved scholarships for teachers from 21 Equals LTOs on NILE Online courses and their feedback will be presented. We hope this will provide a model of best practice for Equals member organisations to look in depth at how professional development of teachers can be consistent and coherent with the phases, knowledge and skills in the framework developed by Equals.</p>
<p><b>1630 – 1645: Alpha College of English</b> - English for Young Entrepreneurs, Audio Visual Content Creation &amp; Overseas Teachers Courses</p> <p>With interesting developments in the worlds of English as a Foreign Language; Tech Entrepreneurship; Media Creation and Specialised Teaching Training Programmes - including the use of Technology in the Classroom, we will discuss some of the exciting new courses available in Alpha College of English.</p>	<p><b>1630 – 1645: telc GmbH</b> -Best Practice in C1 Testing</p> <p>Assuring the quality of an examination throughout the assessment process is a top telc priority. This is of course also true for language examinations on higher CEFR-levels, i.e. C1 and C2. The question we want to discuss here is: what are the CEFR-criteria for upper languages levels, who needs a C1 certificate and how can these language skills be assessed? This is especially relevant, considering the five major principles of language assessment which consist of practicality, reliability, validity, authenticity, and washback.</p>
<p><b>1645 – 1700: International House Malta-Gozo</b> - Summer in Paradise!</p> <p>How do you differentiate your course from the rest when there are over 40 competitors in a 316 km2 area? This year IH Malta-Gozo has launched a new Young Learner programme to respond to child wellbeing and safety requirements, and focused on adding academic weight to a market which has often been seen as mere fun in the sun. Quality assurance, increased brand recognition in the local sector and capturing new markets abroad have been key concerns. Find out how we've addressed these challenges in preparation for the season ahead.</p>	<p><b>1645 – 1700: University for Foreigners of Siena, CLUSS Language Centre</b> – Italian language courses and teacher certificates</p> <p>The Università per Stranieri di Siena is a meeting point for languages and cultures from all over the world, and the tradition for teaching Italian language courses in Siena goes back all the way to 1558! Our Language Centre offers a wide variety of courses: Italian language and culture; courses for teachers of Italian language; specialist topics (cinema, theatre, music etc) as well as online training and refresher courses and a MOOC for beginners. Come and hear what we offer in the beautiful city of Siena.</p>

<p><b>1700 – 1715: International House Bristol</b> - Specialist courses at IH Bristol: YLs, Photography, Film, Journalism, Foreign Teachers of English</p> <p>We would like to introduce some of the key specialist programmes we offer, with a view to sharing best practice during the conference and/or potentially becoming a new Study Abroad destination for you.</p>	<p><b>1700 – 1715: Oxford University Press</b> - Professional Development Opportunities from Oxford University Press</p> <p>The Oxford Teachers' Academy (OTA): Self-study professional development courses for English language teachers. Developed by Oxford University Press and certified by Oxford University Department for Continuing Education. A typical course provides 25 hours of core material over 8 sessions, suggestions for further reading, videos and blogs. Courses must be completed within 12 months and can be accessed anytime, anywhere with internet access. Webinars: OUP's extensive webinar programme offers access to experts in teaching and learning without having to leave home! Open to everyone, they are a great way to get practical ideas from leading trainers and authors, keep up to date with new topics and connect with teachers around the world. Come along to the market place and our stand to learn more about both of these excellent PD resources!</p>
<p><b>1715 - 1730: Trinity College London</b> - Great Learning from Innovative Assessment</p> <p>Can formal assessment help teachers provide students with the skills they actually need to succeed in the 21st Century? We strongly believe that they can and this presentation will demonstrate how by drawing direct links between research evidence and Trinity College's assessment ethos. Fundamental to Trinity College's assessment practice is the belief in the importance of assessment literacy and positive washback in the classroom. In this talk we'll outline how this is put into practice with our revised Integrated Skills Examinations (ISE), Graded Examinations in Spoken English (GESE) and our teaching qualifications (TESOL). So, if you'd like to see how we can support great teaching and learning with innovative assessment, come and join us.</p>	<p><b>1715 - 1730: International House World Organisation Ltd</b> - International House services for Eaquals members</p> <p>Eaquals members can benefit from some of the services which International House provides to its member schools. Teacher Training: IH has decades of experience in training teachers. Eaquals institutions can benefit from IH training courses online and face to face. Recruitment: Our jobs site receives on average 20,000 views a month. Eaquals schools can advertise for teachers and managers and tap into the huge talent pool who are seeking a job in a quality organisation. Study Abroad: Our Study Abroad schools teach Arabic, Chinese, English, French, German, Italian, Portuguese and Spanish with the high standards you'd expect from IH. Eaquals schools can benefit from valuable agents' fees when their students attend a study abroad camp.</p> <p>We look forward to talking with you!</p>

## Day Two: Friday 22 April

0900 – 0940

**What does 'can do' mean to you? Linking practicality and validity in language assessment**

**Anthea Wilson & Ben Beaumont**

Castelo IV & V

This interactive talk will review best practice and ideal scenarios in assessment, including the application of 'can-do' statements, authenticity, practicality and reflective practice. Having briefly shared their own experiences about assessing what students 'can do' and ways to assess ability accurately, the speakers will elicit the audience's views and engage in a discussion on what is both ideal and realistic in assessment practices. This will be followed by a brief appraisal of Trinity College's GESE, ISE and teacher education assessments, focusing on how well-written exams can both encourage good practice and support the development of learners' 21st century skills. ***This session will be repeated at 1130 on Saturday 23 April.***



**Anthea Wilson** is Head of Test Production at Trinity College London. Anthea's background is in teaching and assessment, and her research interests include assessing speaking and the development of rating scales.



**Ben Beaumont** is TESOL Qualifications Manager at Trinity College London, the academic lead for Trinity's teacher education programmes. As well as having a background in assessment and teacher education, Ben's research interests include developing programmes to support best practice in teacher education.

0950 – 1030

**Flourish not flounder: using teaching competences for professional development**

**Kirsten Holt**

Castelo IV & V

Modern-day teaching requires twenty-first century classroom skills. In response to this need, teaching competency frameworks have emerged to reflect the complex combination of knowledge, understanding, skills, values and attitudes required for effective up-to-date teaching. These have led to detailed teacher profiles which, whilst useful, perhaps are not being exploited to their fullest for meaningful progression.

During this workshop, we will examine the theory behind teaching competency frameworks, their construction and how they are currently being used; before exploring how they can be used effectively for the teacher's personal, evolving professional development.

We will then go on to discuss ways of traversing the levels of competences effectively through a series of workshop activities which examine the relationship between a competence and real-world teaching.

Throughout the session, participants will be encouraged to relate the activities to their own professional development in order to answer the question: 'What does it mean for me?' ***This session will be repeated at 1650 on Friday 22 April.***



**Kirsten Holt** is Publisher of Teacher Professional Development at Macmillan Education, having worked in publishing for ten years. Before joining publishing, she worked in ELT as a teacher/materials writer through to a Director of Studies and trainer of teacher trainers. Kirsten is passionate about supporting people in their career development.

1100 – 1135

**Is my C1 the same as your C1? Testing at a higher CEFR level between several languages**

**R. Sean McDonald**

Castelo IV & V

Does my German measure up to your Turkish? Do you think your English is better than my German? Can all of this be measured? It may seem unlikely, but yes, it can be done! Participants in this talk – with or without prior first-hand experience with the CEFR for assessment – will gain insight into the assessment process and how careful use of the CEFR can help us do the impossible. Additionally, we will gain insight on how best to adapt CEFR-aligned formal examinations across different categories all the while maintaining validity and fairness and furthering inclusion. ***This session will be repeated at 1205 on Saturday 23 April.***



**R. Sean McDonald** is the head of English Assessment at telc - language tests. Originally from California, he studied at the University of Washington. After working as a language trainer for the German Air Force Academy, he moved to Frankfurt. His passions include educational technology, particularly for language teaching.

1140 – 1210

### Identity crisis - The business of boosting teacher identity

**Sophie Elisabeth Larkin**

Castelo IV & V

The concept and significance of learner identity has dominated recent Second Language Acquisition (SLA) literature and yet research into the identities of English language teachers and its correlation with continuous professional development seems lacking (Kayi-Aydar, 2015). Current findings suggest that continuing professional development has a positive impact on a teacher's sense of self-esteem, which in turn propels the development cycle (Larkin, 2015, Mora et al, 2014). Thornbury (2001) claims in "The Unbearable Lightness of EFL" that the domain of ELT suffers from a chronic lack of self worth. With this in mind, a case study was carried out at Torquay International School, in order to find out to what extent an ongoing, flexible and individualised system of CPD may have a positive impact on teacher identity. By extension, the case study considered carefully the financial implications of such a model; one which is applicable to both intensive and extensive frameworks of learning. The session attempts to provide rich debate regarding the "value" of CPD in the eyes of the stakeholders and with respect to the quality of teaching and learning in the school.



**Sophie Elisabeth Larkin**, I have been working in ELT for 19 years; most recently as Senior Teacher Trainer at IPC, Exeter and currently as Academic Director of Torquay International School. Having completed my MA in TESOL, I am continuing to research the theme of Teacher Identity and its correlation with a teacher's developmental trajectory.

1215 – 1300

### Preparing for a successful Eqauals inspection

**Sue Sheerin**

Castelo IV & V

What is it like to have an Eqauals inspection? What do the inspectors do when they come to our language centre and what will we need to prepare? This session will be led by one of our most experienced inspectors and will answer many of the most common questions asked by those who are considering applying for Eqauals accreditation. We will look at a typical inspection programme and talk through the different elements of the visit.



**Sue Sheerin (Eqauals)** is an Eqauals inspector and member of the Accreditation Panel. She has been involved with Eqauals since its inception and regularly conducts inspections in German, French and English. Sue was formerly Academic Manager of the Bell School, Cambridge and Director of the Language Institute of the University of Sussex, and currently undertakes freelance work as an educational consultant.

## 1450 – 1530 Opening plenary

### Principled assessment: what it is and what it involves

Neus Figueras

Castelo I & II

Assessment, understood in the widest possible sense, has become central in discussions about the learning process. And as it takes hold with education ministries and school communities, the average teacher is expected to know about and use different assessment approaches and instruments in their daily practice, and to feed exam results into their teaching plans.

As a result of this, teachers express a need for training in the principles of assessment, not only for a better understanding, which will in turn have a positive impact on their teaching, but also in order to be fairer to students in terms of the guidance offered in preparing for a test and so that teachers can make an informed choice about which test might be most suitable.

There are many challenges to face when planning assessment literacy programmes, the first being to ascertain what exactly teachers need to know, and to what level of understanding, from the increasing amount of information and documentation available. But the most demanding challenge of all if the long term effectiveness of the training is to be ensured, is that of tailoring training in assessment to the needs, real and perceived, of different professionals, and taking into account the different purposes and functions of assessment within a varied range of contexts.

This session will present what principled assessment practice means and address current developments and future challenges in the field, whilst considering the role that assessment plays in the pedagogical trinity “learning, teaching and assessment”.



**Neus Figueras** holds a PhD in language testing from the University of Barcelona. She has worked in the regional Ministry of Education in Catalonia for 20 years coordinating curriculum development and certificate exams for schools teaching languages to adult learners. She lectures part-time at the University of Barcelona and at the Universitat Pompeu Fabra. She has been involved in a number of international research and development projects and collaborates regularly with the Council of Europe in the dissemination of the Common European Framework of Reference in relation with testing and assessment. She has published articles in the field of language teaching and assessment and is one of the authors of the Manual for Relating examinations to the CEFR (Council of Europe, 2009). She has recently published, with Fuensanta Puig, *Pautas para la evaluación del español como lengua extranjera* (2013). Edinumen. She has been a teacher trainer since the early 1990s, and has given courses and presented in universities in Spain and in different European countries, in Asia and the USA. She was the first President (2004-7) of EALTA (European Association for Language Testing and Assessment), and she is now an expert member ([www.ealta.eu.org](http://www.ealta.eu.org)). She was awarded the Third International British Council International Assessment Award in 2015. **Neus Figueras’s attendance is supported by Trinity College London.**

## 1600 – 1640 Elective session 1

### 1a Principled assessment: what it is and what it involves (workshop following the plenary session)

Neus Figueras

Castelo I

A chance to explore in further detail the ideas presented by our keynote speaker.

### 1b Level 3 CPD and the pursuit of excellence

George Pickering

Castelo II

CPD (Continuing Professional Development) in the language teaching field has gone through a number of different stages of development. With notable exceptions, not so many years ago CPD was either left to the individual teacher, who could access a narrow range of options, or was based on a small number professional development activities made available to all teachers in their institutions (Level 1).

In the 21st century the picture has changed for the better: many accrediting bodies expect CPD policies and procedures to be in place that offer learning opportunities to all staff and the range of professional development channels and opportunities available has mushroomed e.g. through access to online courses and webinars (Level 2).

I will argue that despite these advances CPD practices in many institutions still fail to address a number of key challenges including: the lack of effective needs analyses of staff professional needs, the ineffective use made of new learning technologies, insufficient attention paid to developments and research in mainstream education and neuroscience, not sufficiently linking CPD activities to changing teacher performance or student outcomes, the absence of appropriate mechanisms for evaluating the effectiveness of CPD.

In this talk we will explore briefly the road travelled (Levels 1 and 2), review some current issues, before focusing on some of the options available for helping institutions take CPD to Level 3.





**George Pickering** is an independent management coach, trainer and consultant who has delivered consultancies, seminars and workshops in over 60 countries. He is a British Council inspector of language schools in the UK (Accreditation UK) and has been in the past an internal ISO 9000 auditor and an EAQUALS inspector. He is the academic director of the English UK Diploma in ELT Management (accredited by Trinity College London) and a tutor on the International Diploma in Language Teaching Management (awarded by Cambridge English Language Assessment, World Learning SIT Graduate Institute and the University of Queensland). George is a director and trustee of IATEFL. George's qualifications include a degree in Politics & Philosophy and a first class honours degree in Anthropology & Psychology. He has a PGCE in English & History and an MA in Second Language Learning & Teaching. George can be contacted on leadership and management issues at: [georgeuk32@aol.com](mailto:georgeuk32@aol.com)

### 1c Peer observation: making it work for lasting CPD

**Carole Anne Robinson**

Castelo IV & V

Peer observation is an area of continual professional development which can provide a wealth of learning opportunities for the observee and the observer. However, setting up a scheme can be complex, especially when trying to take into account all of the wishes and constraints of everyone involved.

During the talk, I will refer to two case studies of unsuccessful peer observation and will suggest some practical ways of dealing with some of the issues that come up.

This includes ensuring everyone has the opportunity to benefit from and contribute to peer observation in a way that is useful to their own context, with time for personal reflection.

We will also look at how we can use peer observation as part of the process of continual professional development, rather than something simply done in isolation once a year in order to meet a language school's accreditation requirements.



**Carole Anne Robinson** is Senior Trainer at Norwich Institute for Language Education. She is involved in training teachers on CELTA and Delta courses as well as closed - and open - enrolment courses for teacher and trainer development. She is particularly interested in observation, discourse analysis and Dogme ELT.

### 1d Integrating culture in teacher-training courses: Collective story-telling

**Marta Genis**

Castelo VI & VII

Contemporary narrative theory began with Russian Formalism and developed through the work of different authors, being the most prominent Vladimir Propp, who published *Morphology of Fairy Tales* in 1928. Propp identified the main functional elements of dramatis personae in Russian fairy tales and the relationship of these elements to each other, categorizing 31 recurrent functions with a stable continuity and a fixed order. Fairy tales are present in all cultures and represent allegories or symbolic representations of human nature, addressing values of transformation and personal growth. This workshop aims to introduce a practical technique that we have found to be successful in culture-based courses for teachers: the creation of a collective fairy tale using Propp's functions. The activity provides many advantages for future teachers: keys for understanding how student active participation improves learning, how group work helps develop organizing and socializing abilities, and how peer-evaluation raises one's progress awareness.



**Marta Genis** holds a degree in Spanish Philology, a M.A. in Applied Linguistics, and a PhD in English Philology. Former coordinator of the Languages Institute and Director of the Department of Applied Languages at Nebrija University in Madrid. Her main research interests are Academic writing, CLIL approach and Teacher Training.

### 1e Facebook & Instagram marketing

**Stephen Shortt**

Castelo VIII

Facebook is the most popular social network in the world with over 1 billion monthly users. Facebook has more data on their users than any other platform on earth. If you want to find out how you can target your ideal customer base using their proprietary ad delivery platform - along with their growing user base on Instagram - come along to this introductory workshop where you will learn about how to best use the platform to get your message in front of your target audience based on their location, demographics, interests and more.

By the end of the workshop you will have - I hope - a much better understanding of how this platform can help your school promote your courses on Facebook and Instagram.



**Stephen Shortt** is the Managing Director of Alpha College of English in Dublin and a self confessed tech and audio/visual marketing geek. Stephen spends far too much of his time learning about and trying out new digital marketing strategies and techniques.

## 1650 – 1730 Elective session 2

### 2a Assessing oral proficiency

**Ines Paland-Riedmüller & Claudia Pop**

Castelo I

Assessing learners' progress in oral proficiency is part of every language course reality. To enhance the transparency and comparability of oral assessment across language courses it is crucial to reflect the specifics of assessing oral proficiency in various contexts and to know and employ suitable methods. Hence, the workshop offers the opportunity to learn about a theoretically founded discourse on basic concepts of assessing speaking and shows practical methods effective for quality assurance.

First, basic factors and concepts will be introduced, such as specifics of the assessment setting and rating methods. Subsequently, methods of quality assurance such as trainings, scoring guidelines, monitoring and rating grids will be presented and illustrated by examples. In working phases the participants will get the opportunity to reflect on how to apply the tools to their institutional context.



**Ines Paland-Riedmüller (g.a.s.t. / TestDaF-Institut, Deutsch-Uni Online)** is Head of Deutsch-Uni Online. She has been working for DUO since 2008 in different areas. Her responsibilities to date include the development of workshops on e-learning and online tutoring. In addition, Ines teaches a seminar on online tutoring at LMU Munich. She holds a M. A. in German as a Foreign Language.



**Claudia Pop (g.a.s.t. / TestDaF-Institut, Deutsch-Uni Online)** is test development officer at the TestDaF Institute since 2012. She is responsible for the speaking section of the TestDaF as well as for rater training and monitoring. She also coordinates the inspections of test centres. Claudia holds a B.A. in Philosophy and Educational Science and an M.A. in Second Language Acquisition.

### 2b Flourish not flounder: using teaching competences for professional development

**Kirsten Holt**

Castelo II

Modern-day teaching requires twenty-first century classroom skills. In response to this need, teaching competency frameworks have emerged to reflect the complex combination of knowledge, understanding, skills, values and attitudes required for effective up-to-date teaching. These have led to detailed teacher profiles which, whilst useful, perhaps are not being exploited to their fullest for meaningful progression.

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Throughout the session, participants will be encouraged to relate the activities to their own professional development in order to answer the question: 'What does it mean for me?'



**Kirsten Holt** is Publisher of Teacher Professional Development at Macmillan Education, having worked in publishing for ten years. Before joining publishing, she worked in ELT as a teacher/materials writer through to a Director of Studies and trainer of teacher trainers. Kirsten is passionate about supporting people in their career development.

## 2c Back to basics: why teachers need CPD on effective supplementation

**Beata Schmid, Emma Walton & Francisco Gonzalez**  
Castelo IV & V

Lessons where the teacher is endlessly plodding through the course book, Exercise A-G -- does that sound familiar? It goes without saying that such lessons are neither motivational nor do they address individual needs. And how much learning is actually taking place in such an environment?

Our goal is, of course, addressing differentiation in the classroom through meaningful supplementation, but we had to ask ourselves: Do we provide our teachers with a framework for this through training, support and resources? Have we given them explicit permission to go beyond the course book from time to time? Have we helped them understand when, how and with what they can do it? In this interactive workshop we will provide building blocks for successfully supplementing the course book without undermining it. Participants will engage with practical examples and come away with the tools for a CPD on relevant supplementation.



**Beata Schmid** has been at EF International Centers for more than twenty years. She is a linguist, with a Ph.D. from Brown University. At EF, she is responsible for implementation of academic language training programs: faculty, textbooks, curriculum design, instructional software, teacher training, compliance and representation at international conferences.



**Emma Walton** is Director of Academic Development for EF UK/Ireland. She has been with EF International Centers for 11 years. She is responsible for the academic language courses, staffing, materials, curriculum design, instructional software, teacher training and external representation



**Francisco Gonzalez** is the Director of Studies of EF Barcelona. With degrees in geography, history and teaching foreign languages, Francisco discovered his passion for teaching languages in Germany. He is very interested in teacher development and training, teacher observations, materials creation and the application of new technologies in classes.

## 2d Teachers, leave them students alone, shall we?

**Jekaterina (Kate) Kazanovska**  
Castelo VI & VII

Learner autonomy is one of the recent trends in EFL and also in general education. However, do we really know what it means to be an autonomous learner? Are we, teachers, educators, and teacher trainers, ready to "leave them kids alone"? How does one train their learners to be effectively autonomous and how does one make oneself break out of the old habits and stop taking all the responsibility for what and how our students are learning?

In this workshop the participants will engage in a variety of practical activities that will help us find our way towards effective autonomous language learning. We are going to look at simple activities that can be used with both learners and (trainee) teachers to help them get rid of the urge to depend on someone 'smarter' and with 'more authority' and, by making independent decisions, get the most out of their learning (and teaching!) experiences.



**Jekaterina (Kate) Kazanovska** started her career as an English teacher in IH Riga, then went into admin, school management, and teacher training. Currently located in Malta, Kate remains a trainer on a number of IH courses (IHCYL, IHC), CELTA tutor and an independent training course creator for the Riga City Council Education Centre, focussing on teacher education, creativity, and SEN.

A panel of study travel agents and representatives of Eaquals member schools will discuss a range of topics: the value of school accreditation for agents, the place of Eaquals in the world of accreditation, criteria agents apply when adding schools to their portfolio and the impact of digital marketing on school-agents relations.

Join us and put your questions to our agent guests.



**Walter Denz:** grew up in Zurich and graduated from the University of St. Gallen (HSG) in International Relations in 1989. He then did an M.Sc. in Political Theory at the London School of Economics. In 1992, together with a partner, he set up the first Liden & Denz Language Centre in St. Petersburg, followed by a centre in Moscow and Riga (on franchise). Walter is a former board member and chair of the international language school association IALC, is currently Vice-Chair of Eaquals and chairs the board of the Deutsche Schule St. Petersburg, which is attached to the German Consulate in St. Petersburg.



**Justin Quinn:** is Managing Director of CES Centre of English Studies, with eight year-round schools. He has worked in the English Language sector for 26 years in Ireland, Taiwan and the UK. He studied Construction Economics in Dublin Institute of Technology and Stanford University Graduate Business School. Justin has served on the board of Marketing English in Ireland (MEI) and ACELS (Advisory Council for English Language Schools) and was the sector representative on the Irish Government Internationalisation of Education. He was a finalist in the Ernst & Young Entrepreneur of the Year Programme, and is a regular mentor to start-up education and technology companies. Justin is Chair-Elect of Eaquals.

## Day Three: Saturday 23 April

### 0900 – 0945: Plenaries

#### Digital marketing self-assessment for language schools

Philippe Taza

Castelo I

The presentation offers language institutions tools they can use to evaluate their current digital marketing efforts, and set future goals based on industry best practices.

Using illustrative examples from language schools around the world, we'll examine a range of tactics for brand-building, enhancing online visibility, and generating quality inquiries through both organic and paid channels.

Philippe Taza, founder and CEO of Higher Education Marketing will lead participants, step-by-step, through a digital marketing self-assessment that includes the following:

- Identifying target audiences and setting digital marketing goals
- Researching and identifying relevant SEO keywords
- Leveraging multi-language and user-generated content
- Building and sustaining social media communities
- Using Pay-per-Click (PPC) to generate quality leads
- Optimizing Google Analytics to track and measure results



**Philippe Taza** is CEO and Digital Analyst at Higher Education Marketing. He began his career in education marketing in 2001, as a recruitment officer and recruitment manager at a private college in Vancouver, BC. In 2008, he founded Higher Education Marketing, a digital marketing agency dedicated to the education space, offering expertise in inbound marketing, lead generation, web design, content development, branding, PPC, SEO, social media and analytics.

#### The learner's own language

Philip Kerr

Castelo II

For many years, nobody talked much about the learner's own language, but it never went away! Received wisdom held that it was best to stick to a policy of teaching and learning a language through that language, and banning the other. Now, however, there is a clear research consensus that the learner's own language has an important and unavoidable role to play in learning another language. What principles should apply? How can we make best use of this language? What, exactly, should we do in the classroom? And what can teachers do if the class is multilingual or if they don't share the learners' language?



**Philip Kerr** is a teacher trainer, lecturer and materials writer who is based in Vienna. His publications include the coursebook series ‘Straightforward’ and ‘Inside Out’ (both Macmillan) and the award-winning ‘Translation and Own-Language Activities’ (CUP, 2014). His current interests include the development of a new vocabulary learning app and an online professional development programme for teachers. He blogs about technology and English language teaching at <https://adaptivelearninginelt.wordpress.com>

## 1000 – 1100: Elective session 3

### 3a Google analytics

**Philippe Taza**

Castelo I

The Google Analytics Workshop offers language school professionals a comprehensive overview of GA as an invaluable tool for tracking, measuring, and continuously improving online lead generation and student recruitment initiatives.

Both new and intermediate users will learn how GA can be used to improve transparency in digital marketing, and boost the ROI of online campaigns.

Led by Philippe Taza, CEO of Higher Education Marketing, the workshop is designed to help language institutions get the most out of their own GA accounts in just two hours a week.

Participants will learn how to:

- Construct an effective measurement plan
- Understand and navigate the Google Analytics interface
- Set up an account (or multiple accounts)
- Optimally configure account settings and filters
- Implement “goals” and conversion tracking
- Navigate and interpret Google Analytics reports
- Navigate and interpret Conversion reports
- Utilize key digital measurement concepts and terminology



**Philippe Taza** is CEO and Digital Analyst at Higher Education Marketing. He began his career in education marketing in 2001, as a recruitment officer and recruitment manager at a private college in Vancouver, BC. In 2008, he founded Higher Education Marketing, a digital marketing agency dedicated to the education space, offering expertise in inbound marketing, lead generation, web design, content development, branding, PPC, SEO, social media and analytics.

### 3b Vocabulary apps and language schools

**Philip Kerr**

Castelo I

Acquiring vocabulary is the single most important task of the language learner. Memorisation of lexical items is a necessary step in this acquisition process, and years of research suggest that flash cards are the most valuable tool to help learners with this task. While the days of vocabulary bags in classrooms are far from over, digital flash cards are changing the vocabulary-learning landscape. This workshop will explore some of the apps that are available, their strengths and limitations. At the same time, we will look at the implications for vocabulary teaching in language schools. How should teachers consider changing their approach to vocabulary teaching? How can language schools make the most of these new digital possibilities?



**Philip Kerr** is a teacher trainer, lecturer and materials writer who is based in Vienna. His publications include the coursebook series ‘Straightforward’ and ‘Inside Out’ (both Macmillan) and the award-winning ‘Translation and Own-Language Activities’ (CUP, 2014). His current interests include the development of a new vocabulary learning app and an online professional development programme for teachers. He blogs about technology and English language teaching at <https://adaptivelearninginelt.wordpress.com>

### 3c Responding to the challenge of testing and assessing speaking

Thom Kiddle, Nadine Early, Tim Goodier, Gerda Piribauer, Varinder Unlu & Anthea Wilson

Castelo IV & V

At the Equals Members Meeting in Nice in November 2015, a group of three Equals members ran a session on principles and practices in language assessment, focusing on valid and effective testing and assessment. We ended that session with a call to participants to join with us for a subsequent event, with a narrower focus but a broader cross-section of Equals members' practices. This workshop is the result of that call and will focus on the challenges and possible solutions in the assessment of Speaking, with case studies and discussions of current practices led by representatives of Equals member institutions from across Europe. We will discuss testing vs. assessing Speaking, test formats, task types and task design, marking criteria, standardisation and alignment to the CEFR.



**Thom Kiddle** is Director at NILE (Norwich Institute for Language Education) in the UK, and has previously worked in Chile, Thailand, Australia and Portugal. He has the Cambridge Delta and an MA in Language Testing, and his current professional interests are online teacher education, the role of frameworks in teacher development, and technology in learning, teaching, and assessment.



**Nadine Early** is Academic Director at ATC Language Schools in Ireland. She has worked in English language education for the past 18 years as a teacher, trainer and academic manager. She has an M.Phil in Applied Linguistics from Trinity College Dublin. Her current area of interest is fostering learner autonomy through assessment and curriculum design.



**Tim Goodier** is head of Academic Development at Eurocentres, has worked in ELT for over 15 years. He has oversight of academic development and quality at Eurocentres, and has worked on numerous developments such as the launch of the online learning platform 'my.Eurocentres'. Tim also contributes to projects related to development of the CEFR as a feature of Eurocentres' consultancy to the Council of Europe, and as an Equals board member he continues to work on Equals projects such as the quality indicators for blended learning. He won the 2015 British Council ELTons award for ELT masters dissertation relating to his research into teachers' perspectives on operationalising CEFR 'can do' statements.



**Gerda Piribauer** has been working for CEBS, an institution affiliated to the Austrian Ministry of Education and Women's Affairs, since 2008 and as all members of the staff she is partially also a practising teacher who teaches French in an Upper Secondary Vocational School in Lower Austria. She is leading a team of staff members who are actively working on a set of frameworks for all the Oral Leaving Exams at Upper Secondary Level in the different types of Austrian Vocational Schools. Other professional interests are implementing new concepts of language learning and oral language assessment as well as traditional and web-based teacher training, and updating the CEBS website.



**Varinder Unlu** has worked in ELT for 24 years in all contexts from private language schools to FE and HE, teaching students from 6-80 years old. She has been a DOS/Academic Manager since 2002 and has worked at International House, London since 2010. She is also a teacher trainer.



**Anthea Wilson** is Head of Test Production at Trinity College London. Anthea's background is in teaching and assessment, and her research interests include assessing speaking and the development of rating scales.

Eaquals first developed its own Profiling Grid 10 years ago (North and Mateva 2006). This has since become a much fuller instrument, the European Profiling Grid (EPG), available in over 10 languages and in an online interactive version. In addition, an Eaquals working group spent 4 years developing the complementary and more extensive Eaquals Framework for Language Teacher Training and Development. However, these are not the only such frameworks in existence: as part of a new ECML project to decide whether work should be done to bring together relevant descriptions of language teaching competences, over 30 frameworks were identified.

The session will explore some scenarios for using, for example, the EPG, the Model of Key Competences for L2 Teachers developed by Instituto Cervantes, and the Eaquals Framework. Participants will then work towards some guiding principles for using such frameworks well in different situations. The session will end with a review of the guidance suggested, and further information about the ECML project.



**Richard Rossner** has been Chair of Eaquals (AGM 2014-AGM2016), and has been involved in language education for over 40 years, including as Chief Executive of Bell International and then Executive Director of Eaquals (2006-2011). Richard has worked on various language education projects on behalf of Eaquals, and is a member of Council of Europe's coordinating group on the linguistic integration of adult migrants.



**Marta Higuera** is Head of Teacher Training Programmes at Instituto Cervantes. A teacher and teacher trainer with a special interest in teaching vocabulary, Marta has worked on various language education projects, such as the European Profiling Grid, Práctico, Diccionario de términos clave de ELE, and the Plan curricular del Instituto Cervantes.

## 1000 - 1030

## 3e-1 Creating a culture of customer service

Mark Abi Aad

Castelo VI &amp; VII

This seminar will focus on how creating a culture of innovation and customer service leads to the generation of organic growth, using Eton Institute's Eaquals accreditation inspection area of excellence to share best practice. Eton Institute has a strong track record in repeat B2C and B2B customers, achieving advocacy and loyalty through consistency of values, communication and delivery. The presentation will demonstrate how academic excellence in language training can be combined with creative and consistent customer service to create a winning, sustainable formula. Delivered by a long-standing member of the team and key contributor to its growth story, as the company celebrates its 10th anniversary.



**Mark Abi Aad** is an expert in language communication solutions. He has 6 years of experience in multi-cultural sales environments and a key contributor to the growth of Eton Institute.

## 1030 - 1100

## 3e-2 What's in a brand? Understanding brand identity and market positioning

Janet Galbraith

Castelo VI &amp; VII

This session is a general introduction to understanding the power of branding and how to create a brand that accurately portrays the ethos of a company. Much more than just a logo, brand identity is something that every member of the team should engage with, your target customer understands and that can define and represent you as 'different' or 'unique' in your industry. This session will utilise case-studies and examples from globally-recognised brands to explore the concept of brand and will provide participants with a toolkit to review and refine their brand identity, or help them build a strategy for the future.



**Janet Galbraith** is the Principal of CES Edinburgh, the newest school in the portfolio of Centre of English Studies schools. Over the last ten years she has worked all over the world in both education and tourism, from leading hiking trips in Morocco to working as an EFL Teacher Recruiter in China. She has worked on brand development and strategy across a variety of businesses.

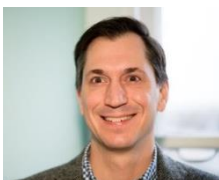
## 1130 - 1200 Elective session 4

### 4a Connecting online content to your curriculum

David Coarsey

Castelo I

Can online study be an integral part of our student's learning experience, rather than a self-access afterthought? Using either a standard course book or a bespoke curriculum, the integration of additional external online resources is problematical for most schools: but it can be done. We will explore how to map your course aims onto an online system which automatically provides and marks relevant practice, extension, test and remedial work for learners; and will show how the data that this generates can feed immediately back into the system to produce personalised learning paths, monitor progress, provide clear audit trails and demonstrably improve both student results and experience.



**David Coarsey** is CEO and founder of Guided e-Learning (GEL), industry leader in the provision of online EFL learning. Because GEL works with quality English language institutes throughout the world, David has a unique and privileged view of the trends in online learning in schools.

### 4b Creating & maintaining a culture of quality

Monica Green

Castelo II

As members of Eaquals we are all committed to delivering high standards, but do we spend enough time and energy ensuring that a culture of quality exists at all levels of our institutions? This session aims to set participants' thinking about how the paperwork of 'quality' can be made into reality perceivable both internally and externally.



**Monica Green** has been Executive Director of the International House World Organisation since 2008. She is also one of the owner/directors of IH Torres Vedras in Portugal. Her background is in both teaching and management.

### 4c What does 'can do' mean to you? Linking practicality and validity in language assessment

Anthea Wilson & Ben Beaumont

Castelo IV & V

This interactive talk will review best practice and ideal scenarios in assessment, including the application of 'can-do' statements, authenticity, practicality and reflective practice. Having briefly shared their own experiences about assessing what students 'can do' and ways to assess ability accurately, the speakers will elicit the audience's views and engage in a discussion on what is both ideal and realistic in assessment practices. This will be followed by a brief appraisal of Trinity College's GESE, ISE and teacher education assessments, focussing on how well-written exams can both encourage good practice and support the development of learners' 21st century skills



**Anthea Wilson** is Head of Test Production at Trinity College London. Anthea's background is in teaching and assessment, and her research interests include assessing speaking and the development of rating scales.



**Ben Beaumont** is TESOL Qualifications Manager at Trinity College London, the academic lead for Trinity's teacher education programmes. As well as having a background in assessment and teacher education, Ben's research interests include developing programmes to support best practice in teacher education.



#### 4d Introducing the Eaquals framework for teachers of language for academic purposes

**Tony Prince**  
Castelo VI & VII

While there has been a growth in the numbers of Universities offering courses in the language related to (and required for) academic study, such developments have often been somewhat ad-hoc, with institutions and individuals within unclear about the knowledge and skills required by those teaching on such courses. This framework aims to raise awareness of such requirements, so that those developing and recruiting for such courses can plan effectively, providing adequate support for those teaching on them. The framework is also intended to provide teachers with a clear picture of how they can progress within the field, developing their abilities and understanding as well as their career.



**Tony Prince** was Programme Manager for Preessional and Insessional courses at the University of East Anglia and is currently an Academic Director at the Norwich Institute for Language Education (NILE) responsible for training related to Tertiary education. Tony is lead tutor on the Masters and online courses in Teaching English for Academic purposes

#### 4e Integrating the tenets of project based learning in a general English syllabus

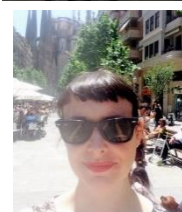
**Ian Brangan & Rachel Dowling**  
Room: Castelo VIII

One of the core components of our general English course at Alpha College is project work. We currently have 12 projects developed which are carried out in all classes at different levels over a 12 week syllabus.

Currently we are exploring how the tenets of project based learning can be incorporated into certain projects to maximise their benefit to the students. These tenets include allowing students a real choice in the design of the project, getting them to formulate a real question to answer, an in-depth inquiry that is not just copying from the internet, students choosing and voicing issues that are important to them, involving a critique and revision of output, and also offering them an audience for the work they have done. We will explore case studies showing these principles in action and invite participants in the workshop to share experience and expertise.



**Ian Brangan** MA RSA dip ELT is an Academic Development Manager, teacher, trainer, school's inspector and educational consultant with 25 years' experience. He has experience presenting both nationally and at IATEFL and Eaquals. His current areas of interest include Curriculum Development, Teacher Development, Materials Development, Pronunciation and Project Based Learning.



**Rachel Dowling** BA DELTA (Alpha College) is a teacher and trainer/educator with over 10 years' experience. She has presented research and classroom practice nationally and her current areas of interest include Academic Management, Assessment, 21st century Learning Resources and Project Based Learning.

### 1205 - 1235 Elective session 5

#### 5a The transition to digital

**Jonathan Dykes**  
Castelo I

Whether we like it or not, the language teaching business is changing. Both in terms of what teachers do in the classroom and also in terms of what it means to have students in a classroom. The change is happening slowly but irrevocably and it's likely to get faster. Do we want to be part of the change or are we going to sit back, stick to what we know and watch from the side-lines as other, more technologically astute companies come and take great slices out of our market share? Maybe there's a way we can combine our skills and experience with the best that modern day technology has to offer. This presentation aims to demonstrate what can be done, using tools and techniques that are readily available. It will refer to a pilot project which has been undertaken by one of the companies in our group



**Jonathan Dykes** has spent most of his working life in the language teaching business. He started off as an English teacher but soon discovered that his talents lay outside the classroom. He is currently Chief Executive of the IHLS Group, which includes both International House Barcelona and Net Languages.

## 5b Managing your language school in the Cloud

**Diana Urban**

Castelo II

How many students are booked with us this week? How many bookings have not yet been paid? How many classrooms are free today? How many quotations have gone out to potential clients? How can I develop my business further? How.....”

These are questions that a language school has to answer promptly and correctly on a daily basis in order to be successful.

The seminar will demonstrate how a web-based administration system, specifically designed to answer these questions, can make the lives of decision makers and administrators within a language school easier.

A modern system must be cloud-based, safe and secure, easy to use and easy to manage. Easymate has offered such a solution since 2008. Implemented at various schools worldwide, the system is constantly being developed further in response to user input and market requirements.



**Diana Urban** is the sales and marketing manager for Easymate Software GmbH based in Vienna. With a background in Foreign Languages, she has since 2004 built up a company specializing in business consulting, as well as the sale of niche products and services. She speaks Romanian, English, French, German and Italian. Since 2013 she has been marketing Easymate around the globe.

## 5c Is my C1 the same as your C1? Testing at a higher CEFR level between several languages

**R. Sean McDonald**

Castelo IV & V

Does my German measure up to your Turkish? Do you think your English is better than my German? Can all of this be measured? It may seem unlikely, but yes, it can be done! Participants in this talk – with or without prior first-hand experience with the CEFR for assessment – will gain insight into the assessment process and how careful use of the CEFR can help us do the impossible. Additionally, we will gain insight on how best to adapt CEFR-aligned formal examinations across different categories all the while maintaining validity and fairness and furthering inclusion.



**R. Sean McDonald** (telc GmbH) is the head of English Assessment at telc - language tests. Originally from California, he studied at the University of Washington. After working as a language trainer for the German Air Force Academy, he moved to Frankfurt. His passions include educational technology, particularly for language teaching.

## 5d Diversifying teacher competences with a focus on languages for academic purposes: exploring the needs of academics in two university contexts - Spain and Romania

**Oana-Maria Carciu, Laura-Mihaela Muresan & Carmen Perez-Llantada**

Castelo VI & VII

In this presentation we compare two case studies of international universities, one based in Romania and one based in Spain. Set against the backdrop of internationalisation trends and the current language policies at tertiary level, the presentation will highlight some of the key challenges encountered by university teachers of different subjects. We will discuss their self-perceived needs for refining their academic language competencies and the implications for staff development and EAP teacher training. We will also share some practical solutions developed in our educational contexts and invite further thoughts from the audience. We hope that through this session we can make a modest contribution to the work already done by the Equals interest group focusing on competence descriptors for teachers of languages for academic purposes.



**Oana-Maria Carciu** is a lecturer in English for Specific Purposes at the Defense University of Zaragoza. Her research focuses on the application of mixed-methods to document discourse patterns in English-medium academic communication. She is also an editorial assistant for *Ibérica*, the Journal of the European Association of Languages for Specific Purposes AELFE  
<http://www.aelfe.org/?s=presentacio>



**Laura-Mihaela Muresan** is Professor of English and German at the Bucharest University of Economic Studies, where she coordinates a Teacher Development masters' programme. Laura is also Founder President of QUEST Romania and an experienced Equals inspector. Her research interests include Languages for Specific Academic Purposes and the inter-relatedness between Staff Development and Quality Assurance.



**Carmen Perez-Llantada** is Professor of English Linguistics at the University of Zaragoza (Spain), where she teaches academic writing and intercultural communication to both graduate and postgraduate students. Her main areas of interest are English for Academic Purposes (EAP), EAP Teacher Training and quality assessment in higher education.

### 5e Learn how your learners learn. Multiple intelligences: The Greek case

**Panagiota Bourtsoukli & Asimena Featham**

Castelo VIII

QLS (Quality Language Services) is a network of leading language schools in Greece. In 2015 these schools administered the QLP MI Test (developed by Ariston Computer Academy and certified by the University of Nicosia), to 2500 language learners in order to identify their individual learning profiles in accordance with Gardner's MI theory. The results of the test have proved invaluable to learners and teachers alike. Moreover, course designers will find them helpful in the production of future language course material. Knowing the profiles of individual members of a group enables teachers to cater for the eight different intelligences identified by Gardner by adapting the course material accordingly and providing differentiated instruction with all the concomitant benefits. Support material will be presented to illustrate how MI theory can be effectively applied in the FL classroom.



**Panagiota Bourtsoukli** has been in the field of ELT as an Academic manager and language school owner for more than 25 years. Her main fields of expertise lie in innovative approaches to curriculum design, teaching YL and using technology in the classroom. She is currently doing her PhD in Applied Linguistics at H.A.U.



**Asimena Featham** Dip Trans, MSc in TE (Aston University). Member of the Institute of Linguists (London), Language school owner, Director of Studies and teacher-trainer, currently President of QLS, Greece.

## 1240 - 1310 Elective session 6

### 6a Teaching with technology: digital skills for 21st century teachers

**Virginia Mario**

Castelo I

In this presentation, we will provide a view on what knowledge on technology and digital skills EFL teachers need to have in the digital age. Many teachers and learning organisations around the world have enthusiastically adopted a wide range of learning materials and digital tools in recent years. However, the teacher training and development accompanying these adoptions has not always been successful, partly because it's been often reduced to learning about the technical aspects of the learning technology, rather than on the pedagogical considerations around it. While developing the forthcoming Oxford Teachers' Academy online 'Teaching with Technology' course (Oxford University Press), we encountered a number of views on the aims and topics the course needed to have. We'll argue that the digital needs of teachers are not only related to learning how to use a specific tool or material, but also to being able to evaluate the pedagogical relevance of using a particular technology in class.



**Virginia Mario** I work as a Senior Editor in the Professional Development team, part of the ELT division of Oxford University Press. I've more than 10 years' experience working as an EFL teacher in Argentina and in France and I've got an interest in learning technologies. I hold an MA in Lifelong Learning from the Institute of Education (UCL, UK) and a Post Diploma in Education and New Technologies (FLACSO, Argentina).

## 6b How to build and maintain strong relationships with customers

**Michał Bartosiński**

Castelo II

Customers are the most important asset of every company. A company can only succeed thanks to its customers: if you have their loyalty, they can become your best marketers. So it is vital to build and maintain strong, long-term relationships with your current and potential clients.

At our presentation you will learn:

- How to recognize „purchasing personalities“?
- What kind of customer data is worth gathering and how it can help your business?
- How to improve customer service in your language school?
- How to communicate with your current and potential customers?
- How to use inbound marketing to attract new customers?
- How important social media are for your customers?
- How to deal with difficult situations with your customers?

Michał Bartosiński, solutions architect at LangLion Platform, will set out the most important issues in building effective customer relations. His talk will be based on real-life cases and will share insights from language schools all over Europe.



**Michał Bartosiński** has been working in the area of new technology and education for 7 years. He is vice president of Primeon - a company providing new technological solutions. He has built its key brands: Prymus.info - an electronic gradebook and LangLion - a platform for comprehensive management for language schools.

## 6c Balancing the skills: the vital nature of Speaking

**Bernadette Maguire**

Castelo IV & V

The discussion of foreign language teaching and learning issues in Spain, although much improved over the years, is still the subject of debate, continuing to enjoy a high profile in both traditional and social media.

The presentation describes the unbalanced language performance of university English language users, many of who had been studying English for years and even using the language in their professional lives.

A significant gap between candidates' linguistic competence across the skills was identified, this occurring most commonly in this case in the area of Speaking. The CEFR was used in the initial gathering of data during which the issues were identified. The importance of attempting to establish a more balanced overall language performance is discussed, how specific Speaking issues were identified and ways of addressing them described.

Results, both in terms of language proficiency and professional confidence are described.



**Bernadette Maguire** has worked in English language teaching and testing in Spain for many years. She has extensive experience with students and candidates of all language levels from primary students in Spanish schools to university students. She now works as an adviser in the Examinations Department of British Council, Spain.

## 6d Rethinking academic management for creative materials design: a new MOOC for integrating language and cultural competencies in a specific field.

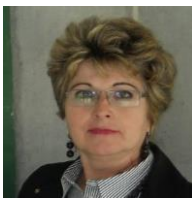
**Ovidiu Ursa, Anca Colibaba & Irina Gheorghiu**

Castelo VI & VII

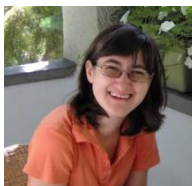
With growing international mobility and new communication challenges, timely identification of niches and the development of effective solutions can become the key to success for language education providers. This presentation illustrates how a language centre or department can cooperate with specialists, students, NGOs in a specific domain to develop relevant language learning resources. The example we will present builds on a multilingual European project in the medical field. The main outcome is a MOOC with video components, illustrating contextualised communication (at levels B1-B2) and developing integrated language and pluricultural skills in 6 languages (EN, ES, FR, IT, NL, RO).



**Ovidiu Ursa** is the President of Quest, Romania. He lectures in medical English at the Cluj Medical University. He is very actively involved in materials development, testing and the pedagogy of languages for specific purposes. He is a Quest and Equals inspector.



**Anca Colibaba** is professor at the Medical University « Gr.T Popa Iasi » and the coordinator of the chair of languages; she has a wide experience in the field of adult education and online education : materials writing, methodologies and assessment. She has coordinated many national and international projects. Anca has an active involvement in civil society in nonformal education. She is a Quest and Equals inspector.



**Irina Gheorghiu** is doing a PhD at the Albert Ludwig University in Freiburg, Germany. She is particularly interested in studying cultural phenomena and their applications to specific fields. Foreign language teaching and learning is also one of her main preoccupations. Her activity in international educational projects is extremely prolific, which has contributed to her high level critical thinking skills.

**6e Will feedback change everything? Evidence from the corpus and implications for the future role of assessment.** **Elaine Boyd**  
Castelo VIII

In contemporary assessment practices, the teacher or tester is seen as expert in knowing what to assess and in managing assessment. But the grounds may be shifting as new technologies allow the next generations of learners to take ownership of both what and how they learn. This transformation indicates that feedback from assessments is becoming as important as scores. If so, then this raises questions about how we access the most relevant and meaningful feedback for learning. The Trinity Lancaster Corpus of Spoken Learner Language comprises over 3.5 million words compiled from oral assessments. This session describes how the corpus can demonstrate what is really going on in the exam room, which suggests that strategic and pragmatic competences may be as important as other more linguistic knowledges test takers bring to an exam. We examine how this data can inform and shape feedback and implications for classroom and assessment practices.



**Elaine Boyd** has been involved in language teaching, teacher training and assessment for over 35 years for international organizations. She has developed courses for teacher education, published articles on assessment and intercultural communication and is the author of several coursebooks. Her PhD investigated spoken language and pragmatics and she is currently working on the Trinity Lancaster Corpus of Spoken Learner Language.

**1420 – 1515 Elective session 7**

**1420 - 1445 7a-1 Bringing LOLA to life: delivering learning oriented language assessment at national level** **Dave Allan & Helmut Renner**  
Castelo IV & V

This session will present a 5-year project to deliver a new kind of assessment at national level. The CEBS group in Austria, working with long-term consultancy collaboration from NILE, developed a new concept for assessment in vocational school contexts (which was the forerunner for a major trend in assessment), the design and delivery of national language tests with both summative and formative purposes, combining systemic diagnosis at national level with innovative feedback to institutions, teachers and learners. The tests developed by CEBS covered both receptive and productive skills. This session will focus mainly on the instruments and tasks developed for the testing of writing and speaking skills, along with the modes of training, both face-to-face and digital, needed to enable a national language teaching workforce to be properly equipped to achieve high levels of inter-rater reliability. Hands on opportunities to use the tools developed by the project will be provided.



**Dave Allan** is the founding director of NILE, the Norwich Institute for Language Education, this year celebrating its 21st birthday. Since 1995 NILE has provided training and professional development for 40,000 teachers and ELT professionals from 65 countries, including within the UK's biggest MA in language education. Dave has worked worldwide as a trainer, consultant and project manager with the Council of Europe, DfID and the British Council, as well as national and regional education ministries. Recent projects have included major programmes of test development. NILE also has an extensive, ELTONS-nominated, online programme, on which Dave is working at present. He and Helmut are long-term collaborators and proud to be Eaquals members.



**Helmut Renner** is a founder member of CEBS. He is executive editor and co-author of CEBS publications. In close cooperation with Dave Allan of NILE he directed the technical development of an online assessment instrument in English for the Austrian ministry of education (the AOC-Check), delivered to 150,000 candidates. He has co-authored a number of international manuals for teaching French in the tourism sector with online learning activities and created within European projects a multi-media package designed to help learners and trainers to develop insight into business and vocationally oriented communication competence in 5 languages through 'PROMOTICS – a virtual company'. ([www.promotics.net](http://www.promotics.net))

**1450 - 1515      7a–2 Optimizing test and courseware development      John H.A.L. De Jong**  
Castelo IV & V

The Common European Framework of Reference for Languages (Council of Europe, 2001; hence: CEFR) is frequently referred to, but mostly in order to retrofit existing exams to its scaled levels of proficiency or to claim the relevance of coursebooks. Exams that had existed for close to a hundred years after 2001 appeared to assess those levels and course books happened to just need a new cover in order to make them CEFR-proof. Few tests or course books have been designed specifically to operationalize the CEFR levels. This can be explained because the CEFR is insufficiently defined to ascertain a scientifically-sound relationships of course books and exams to the CEFR. Even the “Manual for relating exams to the CEFR” (Council of Europe, 2009) fails to provide a psychometric definition of what it means to be at a level. This presentation will offer a definition and procedures for operationalizing the relationship.



**John H.A.L. De Jong** SVP Global Assessment Standards at Pearson, Professor of Language Testing at VU University Amsterdam is an expert on empirical scaling of language abilities. Before starting his career in language testing John had been teaching French for seven years in secondary schools.

**7b A flipped, mixed and blended syllabus      Julie Anne Wallis**  
Castelo I

January 2015 saw our first Eaquals inspection. Following feedback, we had to focus on rewriting course syllabi. This workshop will involve participants in the decision making process from start to finish;

- the mapping of materials to the CEFR scales
- to skills focused F2F lessons which learners have to prepare for online
- guided conversation closely linked to each syllabus
- designing and hosting continuous assessment online
- learner self-evaluation and performance appraisals
- spoken and written feedback from all stakeholders
- change management

The workshop will look at the risks involved, how to engage the academic staff, and the learners in the process itself and how to predict and prepare for problems.

Participants will discuss and compare their own solutions at every stage and will then discover what actually happened, look at sample documentation and listen to testimonials from all our stakeholders.



**Julie Anne Wallis (The London School, Thiene Italy)** is director of The London School and AISLi Educational Officer. She has published materials and written seminars and workshops on behalf of AISLi and has presented at a number of international conferences. She works as a teacher, teacher trainer, materials developer and didactic inspector for AISLi.

## 7c Future-proofing your school - an innovation workshop

Michael Carrier

Castelo II

This interactive, practical workshop aims to prepare schools for the future needs of students, staff and customers, ensuring the institution can grow and prosper in future market conditions.

That means looking at innovation - but not only technology. It means re-evaluating and upgrading classroom design, course & curriculum design, teacher development, management practices, staff training, customer service metrics, social media outreach etc.

In the workshop we will discuss each of these areas, looking first at trends in language education globally and then doing activities to apply these trends to our own institutional contexts - with take-away ideas for immediate application.

Activities for participants to carry out will include The Sailboat - for innovation skill development, The Digital Audit for evaluating technology use, and The Perception Map for customer service improvement.

The result is that participants have strategies to improve teaching, delight customers and protect the future growth of the school.



**Michael Carrier** has worked in language education for many years in senior management at IH, British Council, and Cambridge English. His focus is teacher development, intercultural awareness and educational technology. He is on the boards of Eequals, ICC, TIRF, ELTJ and is a Fellow of the Royal Society of Arts.

## 7d Integrating research into day-to-day practice to enable supportive CPD

Ben Beaumont & Chris Farrell

Castelo VI & VII

This workshop will review both a macro and micro-level approach to research-based CPD for language teachers. Recognising the need for teachers to be engaged in CPD to promote effective practice, we will use existing research practices and research findings to suggest areas for educational research which can support day-to-day teaching. By linking research practice to qualification achievement, we will also show how CPD courses develop teachers' analytical skills, laying a foundation for in-service research and development.

Having identified key research practices, the workshop will then move on to the actionability of professional development in a modern, busy language institute. It will focus on establishing a thread from justification of CPD event or research topics to putting in place a framework for evidencing staff development. Examples will be taken from an Action Research project in the Centre of English Studies in Dublin, showing how the theory of best practice can be turned into the reality of reflective practice.



**Ben Beaumont** is TESOL Qualifications Manager at Trinity College London, the academic lead for Trinity's teacher education programmes. As well as having a background in assessment and teacher education, Ben's research interests include developing programmes to support best practice in teacher education.



**Chris Farrell** having worked in the ELT industry since 2006, I was appointed Head of Teacher Development with the CES group in January 2015 following the completion of my Delta. I'm primarily responsible for developing and coordinating CPD events across our seven institutes in the UK and Ireland.

## 7e There's something about Ali, Hyunwoo and Federico!

Varinder Unlu

Castelo VIII

The majority of our students learn English and other languages without difficulty however there are many students who struggle and find it challenging. Often these students get labelled as being difficult, disruptive, unresponsive or just bad language learners. Many of our teacher training courses such as CELTA, Trinity TESOL do not deal with students who have Special Educational Needs (SEN). Yet over ten percent of learners have a specific learning difference. In this session I want to talk about students with learning differences and how these affect general learning processes and the mechanisms of second language acquisition. I would like to present a number of case studies of such students taken from my experiences as a teacher to highlight the importance of being able to recognise the signs of SPLDs (Students with Specific Learning Differences) and give advice about how to deal with and help these learners.



**Varinder Unlu** has worked in ELT for 24 years in all contexts from private language schools to FE and HE, teaching students from 6-80 years old. She has been a DOS/Academic Manager since 2002 and has worked at International House, London since 2010. She is also a teacher trainer .

**1545 – 1620 Plenary Room: Castelo I & II**

**Demystifying generation Y and Z: How to appeal to youth culture in a brave new world Jacqueline Kassteen**

As this year’s conference draws to a close, we take a step outside our world (of agents, academics, administrators, immigration officials, etc.) and instead, leap into the world of today’s youth culture. It’s an exhilarating, high speed adventure that will take you on a whirlwind tour of the latest advances in technology, marketing, and customer service which are responding to the demands of an instant gratification generation and also pushing consumer expectations ever higher. The session will show you how to break away from a traditional marketing mentality and activate new strategies that put hyper-connected students at the heart of your value proposition. Join us for a plenary that will leave you feeling charged up and ready to tackle the challenges ahead, particularly as they relate to technological changes and millennial characteristics, behaviour, and preferences.



**Jacqueline Kassteen** has 15+ years of marketing experience in the international education and student travel industries, as well as in publishing, lead generation, retail, and financial services. She has lived in eight countries and is based in London. Jacqueline launched ICEF Monitor in 2011, now the most popular website for international student recruitment. After 4+ years of building ICEF Monitor to an audience of 40,000 global subscribers, Jacqueline is now the Owner and Managing Director of Transformative Marketing Solutions. She works with clients as a consultant and project manager, offering marketing expertise in the international education industry. Jacqueline specialises in recruitment and retention strategies through the use of online and offline marketing techniques, agencies, social media, alumni, product and partnership development, as well as competitive analysis and research. She runs training sessions and masterclasses, and is also a regular presenter, plenary speaker, and panellist at various global events held throughout the year.

**1625 – 1700 Plenary Room: Castelo I & II**

**Teacher and learner psychologies: Two sides of the same coin Sarah Mercer**

Research in the field of language learning psychology has tended to focus predominantly on learners with comparatively little attention paid to teachers’ psychology. However, research has repeatedly shown that teacher psychology plays a critical role not only in their own personal professional well-being but also in the motivation and achievement of their learners. In this talk, I explore the relationships between teacher and learner psychologies showing how these are in fact two sides of the same coin. Examining three key areas, namely, motivation, self-beliefs and emotions, we will consider practical approaches grounded in empirical research and theory, which support teachers and learners in these areas. In addition, we will reflect on a range of factors that affect teacher psychology, considering institutional and leadership characteristics as well as personal and professional identities.



**Sarah Mercer** is Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head of ELT methodology and Deputy Head of the Centre for Teaching and Learning in Arts and Humanities. Her research interests include all aspects of the psychology surrounding the foreign language learning experience, focusing in particular on issues of self and identity. She is the author, co-author and co-editor of several books in this area including ‘Towards an Understanding of Language Learner Self-Concept’, ‘Psychology for Language Learning’, ‘Multiple Perspectives on the Self’ in SLA’, ‘New Directions in Language Learning Psychology’, ‘Positive Psychology in SLA’, ‘Exploring Psychology for Language Teachers’ (Winner of the Ben Warren Prize), and ‘Teacher Psychology in SLA’. **Sarah Mercer’s attendance is supported by Oxford University Press.**



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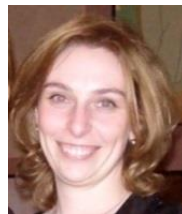
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## Acknowledgements

Eaquals is extremely grateful to the organisations that have so kindly supported our conference both with generous financial contributions and by participating in the exhibition:

- Trinity College London
- Easymate
- Guided e-Learning
- Higher Education Marketing
- LangLion
- Macmillan Education
- Oxford University Press
- g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung
- telc GmbH

Eaquals would also like to thank our local members, Camões, Instituto da Cooperação e da Língua and CIAL Centro de Línguas for their generous support and assistance.

We warmly acknowledge the part played by all the speakers and workshop leaders who are so willingly contributing their experience and expertise, and without whom there would be no conference.

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## Our Exhibitors

### Trinity College London

[www.trinitycollege.com](http://www.trinitycollege.com)

Established in 1875 and currently operating in over 60 countries worldwide, Trinity College London is an international exam board with a positive, supportive approach to assessment and development. Trinity awards qualifications in a range of communications-based subjects, including English language, teaching, communication skills, drama and music.

Trinity has been assessing English language proficiency since 1938 and its tests are widely recognised by universities and employers. Trinity's GESE and ISE Secure English Language Tests (SELTs) are accepted by the UK Visas and Immigration authority as evidence of English language proficiency.

Trinity's Teaching English to Speakers of Other Languages (TESOL) qualifications are recognised by the British Council and accepted for English language teaching posts around the world.

### Easymate

[www.easymate.biz/](http://www.easymate.biz/)

getdesigned is a Vienna-based company that develops complex online solutions for large corporations, cultural institutions and the public sector. Since 2008, we have been developing easymate, an online management system for language schools, currently used by schools in the UK, Ireland, South Africa, Italy and Russia.

easymate is a web-based administration system that has been specifically designed for schools in the language travel industry. It offers a complete cloud-based system, integrating all the operational aspects of a language school (bookings, tuition, accommodation, finance, marketing and statistics). It is accessible online by multiple users from multiple centres and is developed and secured by professionals.

Join us at our booth or attend our seminar and find out how switching to a cloud solution to manage your business will best benefit you.



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Guided e-Learning is the leading provider of education technology in the EFL sector.

We offer 3 main platforms:



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- Branded IELTS platform – gives your students access to personalised IELTS practice material, even before arrival. The powerful diagnostic system automatically guides each individual learner to the area of study which most requires their attention.
- Branded Distance Learning platform – develop a whole new market for your teaching. Use our technology to deliver online courses.

Young people adopt technology faster than ever before. It would be great to meet you and discuss how we can help you enhance your student experience using our technologies.

## Higher Education Marketing

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Higher Education Marketing (HEM) helps language schools build their brand and connect with targeted audiences online using customized digital marketing solutions. Leveraging a combination of inbound marketing, web development, social media and paid search expertise, HEM elevates the visibility of a school's web presence to generate leads and convert prospective students. Striving to meet the unique needs and objectives of each client, HEM's agile solutions are tracked, measured and shared at every stage with analytics to provide clients with full transparency and continuously improving returns on investment. HEM's comprehensive services include lead generation, content development, SEO, web design, social media marketing, PPC and international recruitment.



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## LangLion

<http://langlion.com/en/>

LangLion is a fully comprehensive Platform for language school management. It's the answer for inefficient and out of date software solutions like: Excel spreadsheets or old CRM systems. LangLion Platform is cloud based, so it's available at any time and at any place, just like a regular website. You just need a browser and Internet connection.

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Macmillan Education, now part of the Springer Nature group, is a global publisher with a local focus. We continue to invest in ground-breaking technology and ELT content development and are committed to producing innovative and integrated learning solutions. Our teachers and their students are at the heart of everything we do and we are devoted to supporting them and providing the inspiring and relevant high quality material they expect from us. Come and visit our stand to find out more and see samples of our products.

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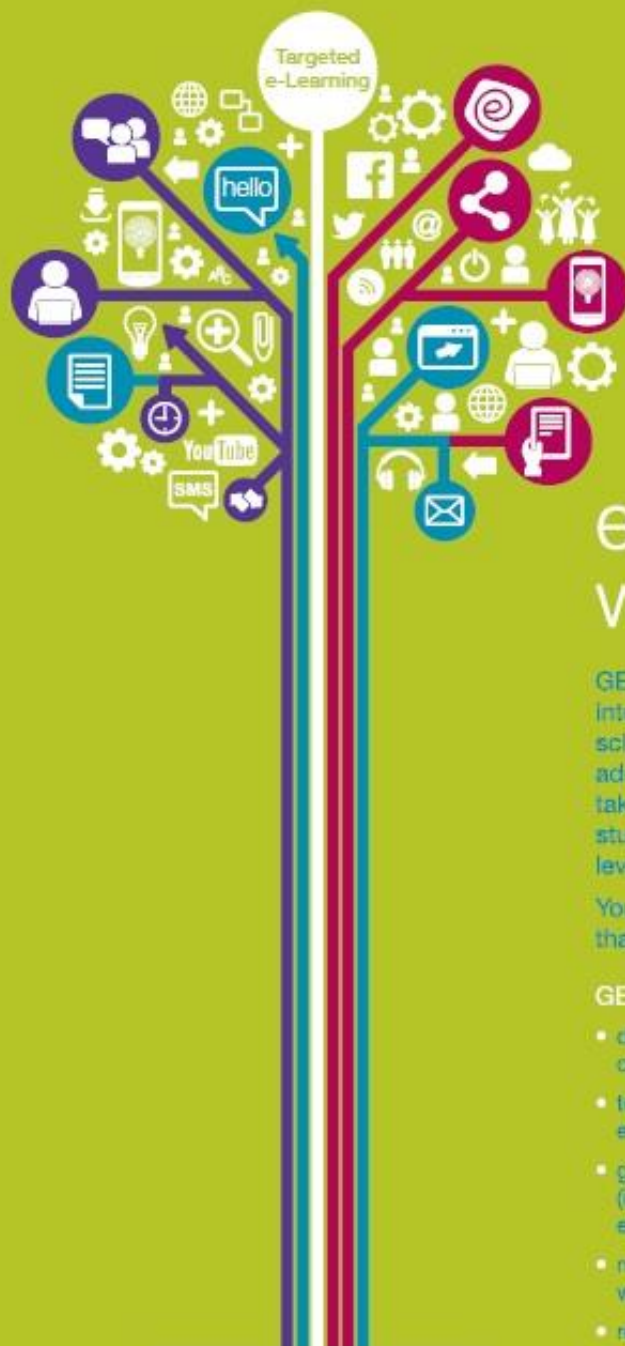
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## What is Eaquals?

Founded in 1991, Eaquals is an international non-profit association of language education providers which aims to foster quality in language teaching institutions. To achieve these aims it has established a demanding set of criteria for accreditation, set out in the Eaquals Charters, and verified by an inspection scheme.

Eaquals also provides important opportunities for its members to share best practice and to co-operate in projects of mutual interest. The Association participates in international working groups with other leading organisations, such as the Council of Europe, the European Centre for Modern Languages, the International Organisation for Standardisation (ISO), and the Association of Language Testers in Europe.

### Membership of Eaquals

Membership is open to private or state organisations which are involved in the delivery of quality language services or are in some other way committed to the achievement of excellence in this area. There are different categories of membership:

#### Accredited Members:

To become an Accredited Member, language teaching institutions must demonstrate they comply with the Eaquals Charters by submitting themselves to an inspection, which is repeated every four years.

#### Associate Members:

This category of membership is for organisations with considerable professional involvement in language education. The essential criterion is a commitment to the achievement of quality.

#### Individual Members:

Individual membership is open to both appointed Eaquals inspectors and to other language professionals who are not affiliated to an Eaquals member institution.

#### Project partners:

Eaquals reserves this category of relationship for those institutions which are not eligible to become Accredited or Associate Members but which wish a form of affiliation with Eaquals in order to enable them to co-operate with Eaquals and its Members in the development of language teaching and learning. .

## What are the advantages of Eaquals Membership?

- Access to an international network of excellent language centres, and attending regular meetings and conferences.
- Participation in a process of quality assurance which helps members to develop.
- Permission to use a name and logo which are an independent guarantee of quality for learners.
- The right to award Eaquals Certificates of Achievement (Accredited Members).
- Listing on the Eaquals website and in the 'Course-finder' section.
- Access to information on leading-edge developments and specialised training.

## How do institutions become Accredited Members of Eaquals?

All language teaching organisations applying for accredited membership undergo an Eaquals inspection. Prior to inspection, you need to contact [info@eaquals.org](mailto:info@eaquals.org) to receive full information about the accreditation scheme. Before first inspection we ask you to carry out an Eaquals self-assessment at your institution. There is also the option of a pre-inspection Advisory Visit and consultancy before inspection. You can download an Application form from the Eaquals website. Inspections normally take four months to organise.

Organisations not eligible for Accredited Membership but interested in Associate Membership or Project Partnership should contact [info@eaquals.org](mailto:info@eaquals.org).

**For more information: [www.eaquals.org](http://www.eaquals.org)**

## Notes